# THE EFFECTIVENESS OF USING VOCABULARY TREES AS A TECHNIQUE IN TEACHING VOCABULARY AT ELEMENTARY SCHOOL

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## Abstract

The topic of the research is the effectiveness of vocabulary trees as a teaching aid to develop the students' vocabulary mastery. The Objective to investigate whether there is any significant difference in the vocabulary mastery between teaching vocabulary trees and using conventional method. In order to achieve the objective of this research, the writer designed an experimental research. The subject used in the research was 60 students of the fifth grade of SD Negeri Bendungan Semarang; 30 students acted as the experimental group to be taught vocabulary using vocabulary trees and the other 30 students as the control group to be taught vocabulary using conventional method. Before the experiment was conducted, a pre-test was given to both groups. A post test was given after the experiment was done. The test consisted of 25 items of multiple choice types. The test items were first tried out to check the validity, reliability, difficulty level and discriminating power. The result shows that there are significant differences in mean score between control group and experimental group. Mean score of the pre test of the experimental group is 50.53 while that of the control group is 48.33. Thus, the difference between the two means is 2.46. In the post test, the mean score of the experimental group is 81.07 and of the control group is 69.73. Thus, the difference between the two means is 11.34. The result of the t-test based on the pre-test is 0.86, while the result on the post test is 4.52 and the critical value 2.000. Based on the result above, it can be concluded that teaching vocabulary using vocabulary trees resulted in a better learning achievement. The t-value of the post test is higher than the critical value, which means that the students got better understanding when they used vocabulary trees as a technique to improve students' vocabulary mastery than when they used conventional method. In conclusion, vocabulary is effective and applicable enough as a learning aid to be used in developing students' vocabulary.

Key Word: Vocabulary trees, Students' Vocabulary Mastery, Experimental Research.

## Introduction

English as the international language that is used in every sector especially in education is also used as a foreign language in the curriculum and taught students in Indonesia. In teaching learning process at school in English lesson, teacher hopes the students are able to master the skills of English language. In English, there are four basic skills, they are listening, speaking, reading and writing.

The four English language skills are very important for students, in order to they can understand and communicate in English in facing the global era in education and certain area. In learning English language, students should master four components of language, those are vocabulary, grammar, sound system and culture. It is not easy for Indonesian students to master those components because English has different form from Indonesia. In the use of English, students feel confused because it is not their first language and also is not their daily language. But, in some countries, English is spoken as the first language, there is no difficulty for the learners to master it. Meanwhile in Indonesia, they get the problem of using English.

Vocabulary is one of the most important components that has to be mastered by the students in learning new language. Teaching English, especially English vocabulary to children, at Elementary School is not easy for teachers because it is different from teaching vocabulary to adults because they have different character and motivation and teaching English at elementary level must be taken patiently. To know what vocabulary is, the writer would like to present several definitions of vocabulary. Vocabulary is one of the language components, which is should be mastered

by English learners. Richard (1997: 182) stated "Vocabulary is content and function words of a language that are learned so through that they used in performance of any communication act". Daller(2007: 1) states that "Vocabulary is now considered integral to just about every aspect of language knowledge. It is a live and vital area of innovation in academic approach and research".

So in teaching young learners, teacher has got challenging task to motivate them and teacher should be selective in choosing technique to get more effective vocabulary teaching. In order to students are going to expected to be able to make the students motivated and learn English happily. Teaching English needs various methods to make English learning easy and enjoyable. The teacher should have a suitable technique in teaching students of Elementary School. The teacher has to make the students understand the vocabulary taught. It can be done by making students interest in learning the vocabulary so they will find it easy to understand. Teachers should also avoid them from being bored in learning because of new words they met. Teaching vocabulary using vocabulary trees can make the students understands new words easily because it works by grouping words. To improve fifth Elementary School's

students vocabulary mastery, teacher should teach vocabulary knowledge to the students. First step which teacher has to do is enhancing students' vocabulary. In improving vocabulary skill requires constant attention. This 'how to' focuses on a basic strategy for increasing vocabulary in specific subject areas through the use of a vocabulary tree. It provides this "hook" by placing vocabulary in connected categories thus helping "long term" memorization.Vocabulary trees that they branch words into several meanings along with their synonyms and antonyms giving learners a full spectrum of knowledge so that learners understand it fully. Based on the background of study above, the writer interested to use title "The Effectiveness Of Using Vocabulary Trees As A Technique In Teaching Vocabulary At Elementary School (An Experimental Research for The Fifth Grade Students of SD Negeri Bendungan Semarang)". From the background of the study above,the statement of problem that we can conclude are : How well vocabulary trees technique can improve the achievement and encourage students of learning English? And also to find out is there any differences in teaching English using Vocabulary trees technique and conventional method?

The objective of the study is to describe how vocabulary trees improve the result of the students' achievement in learning vocabulary, to know how well the vocabulary trees technique encourage the students to study English. And to find out any difference achievement of mastering vocabulary between the students taught using vocabulary trees and the students taught using conventional method.

The advantage of this research theoritically for the teacher are; teacher can use new technique to increase student mastery in English especially vocabulary and the teacher can avoid students boredoom in learning English, because student love to learn something new. And for students, it can prevents student boredoom in learning English, and it can motivate student easily because the words can be memorized very easy using vocabulary trees.

**Research Method**

In this case the population in this study are 60 students of the fifth grade of SD Negeri Bendungan Semarang in the academic year 2012/2013. 30 students as Experimental group, and 30 students as Control group. The wirter used a test as a method to collecting the data. The test conduct two times, Pre-Test and Post-Test.

The test is multiple choice consist of 25 items each group. In scoring the objective test, each correct answer is counted one point.

$$S = \frac{R}{n} \, X \, 100$$

Where:

S : score

R : total number of correct answer

N : total number of items

## Discussion

From the mean of each group in Pre-Test and Post-Test, we can found if the method has the effect in increasing student Vocabulary or not. Those tests had similar formula to analyze the result. The formula is stated as follows:

$$\textit{The mean of the score} = \frac{\textit{the total score}}{\textit{the number of the students}} \times 100$$

From the result of the study above, we can conclude that there is a significant difference between students' achievement as the result of teaching vocabulary by using vocabulary trees as an alternative way to Elementary School and by using conventional way. From the result we can also conclude that the statement if vocabulary trees as a technique to increase student vocabulary" can be accepted.

Then each score are classified to find out the grade of each score. And the classification are stated below:

| Percentage | Grade | Level of Achievement |
|---|---|---|
| 90 - 100 | A | Excellent |
| 80 - 89 | B | Very Good |
| 70 - 79 | C | Good |
| 60 - 69 | D | Sufficient |
| 0 – 59 | E | Insufficient |

At Pre-Test, control group got 48,33 in mean and 50,53 for experimental group. From that we can seen that there is no significant different in mean between the control group and experimental group. And at Post-Test, control group got 69,73 in mean and 81.07 for experimental group. From that we can seen that there is 11,34 points of differences in mean between control group and experimental group.

Based on the above conclusion, the writer would like to over some suggestions that are hopefully useful for English teacher, and students. For English teacher, especially English teacher of Elementary School must be able to create his or her own technique to increase the students' interest in learning English, since it is the first time for students in Elementary School gets English. The teacher should use vocabulary trees as media in teaching

vocabulary in order to make the students more motivated in learning English since vocabulary trees are interesting for them. The teacher should use English as a means of communication in class, so that the students get used to hear and spell the English words. This would help the students to master English vocabulary faster and easier.Since of the limited time at school, English teacher should give more practices as homework. This is very

useful to enrich the students' mastery of English vocabulary. And for the student, the students have to improve their knowledge, especially in enriching their vocabulary from the other source like English story books, English magazines, etc. the students have to practice their English in daily conversation because it can help them enrich their vocabulary.

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